DOCUMENT RESUME

ED 023 983 AC 002 901

Annual Report. July 1, 1967-June 30, 1968.
Adult Basic Education. Milwaukee, Wis. Council for Spanish Speaking.
Pub Date 68
Note-86p.
EDRS Price MF-$0.50 HC-$4.40
Descriptors-*Adult Basic Education, Dropouts, *English (Second Language), Functional Illiteracy, Indigenous Personnel, *Inservice Teacher Education, Instructional Materials, Language Laboratories, Program Descriptions, Program Evaluation, *Spanish Speaking, *Subprofessionals
Identifiers-*Milwaukee, Wisconsin

Geared to the special needs of undereducated Spanish-speaking adults in greater Milwaukee, this adult basic education program incorporates English instruction at the basic, intermediate, or low-advanced level; instruction in establishing an English-speaking atmosphere for children; job-seeking skills for obtaining better paid or more suitable work; guidance services in urban living; job placement, health, and sanitation, and basic skills for functioning adequately in society. Paraprofessional teachers have been chosen from the same socioeconomic background as the students, and then trained in frequent inservice seminars and (in five cases) special teacher institutes as well. The majority of students during 1967-68 were interested in English as a second language; were grade school dropouts seeking better jobs; or were high school dropouts seeking a diploma or certificate. A language laboratory and various other instructional materials and aids were used. Evaluations of the program and of student progress were strongly favorable. Plans for the near future include new teachers and neighborhood workers, a resource index for teachers, programed instruction, health classes, and student certificates. (ly)

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Adult Basic Education

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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ANNUAL REPORT
July 1, 1967-June 30,1968

COUNCIL FOR SPANISH SPEAKING
ADULT BASIC EDUCATION
528 W. NATIONAL AVE.
MILWAUKEE, WISCONSIN

Submitted by:

Helene Aqua
Project Director

Robert Hansen
Administrative Assistant

Staff of El Centro's A.B.E.

AC 002 901

PREFACE

" At the core of all adult education is the fundamental problem of designing learning experiences that will meet the needs of the participants and achieve the objectives of the sponsoring institution." Coolie Werner, Alan Booth, ADULT EDUCATION.

A year ago an annual report compiled with the help of so many of the staff could not have been submitted. As the report will show, most of the people employed were non-professionals, indigenous people, dedicated to help work in a program in which they believed. Many of them came to us insecure of their own abilities to teach or help in any way. Witnessing the tremendous growth in self concept,

latent abilities coming to light when given the chance, has been a wonderful experience for me as a director of this worthy program. Working in programs such as these is not "romantic", but more than often hard, frustrating, mundane and anything but glamorous. But the frustration, like the "pains of childhood", if I may use the analogy, are soon forgotten in the rewards. Many of our "para-professionals" have achieved key positions in our program. All have worked extra hours without any tangible rewards. In my book they are truly educators. Without them the program would never have attained success. We have worked on the assumptions, better said by John Garner than myself, that,"Adult education, because it is adult can make tremendous use of the single natural resource of its participants, regardless of socio-economic background." We hope this project will go on to bigger and better things and that we will begin to involve more and more of the people in the city of all racial and ethnic backgrounds. Our

dream is to have many such centers throughout the area someday--education where the need is and where the people are.

A special thanks to my administrative assistant, Robert Hansen, who was always on hand to do anything,and to all of El Centro's staff, full time and part time, past and present, for a job well done.

Helene Aqua
Project Director
Adult Basic Education
El Centro Hispano Americano
Milwaukee, Wisconsin

"A philosophy of Education cannot be crammed down people's throats; they must feel it to be true in the marrow of their bones and look with trust and approval upon the leaders who attempt to give it expression. It must catch and reflect their temper, not arouse their distemper."

-Joseph Justman, SCHOOL AND SOCIETY

INTRODUCTION

El Centro's Adult Basic Education program has built its basic philosophy on the ideal that the best Adult Education Programs are those which are taken directly to the people who need, desire, and request them. It is self-defeating to restrict Adult Education programs to schools in the center of town or in the choice residential areas, for this excludes many people who really need adult education.

The area served by El Centro's A.B.E. program includes the total Milwaukee area with particular emphasis on the North and South areas in the "inner core". This is an area of the city with older deteriorating, and less desirable sections which are associated with higher unemployment,

underemployment, public assistance, and the minority status of its residents.

Since 1967 there has been much recognition that most Adult Education classes are serving those who least need education. Figures of the U. S. Department of Commerce, Bureau of the Census, in their 1960 report, show the following:

(1) 395,344 people of the state of Wisconsin, ages 18 and over, do not have an elementary school education;

(2) 1,368,150, ages 18 and over, have less than a high school education.

Furthermore, statistics show that the largest group of students attending classes have had at least some high school education. However, the critical group, i.e., the persons with the most need for more education--the undereducated, the untrained, and the unemployed--are not being reached for the most part by the Adult Education classes.

Figures of 1963, compiled by the Milwaukee Journal, show that in Milwaukee:

(1) 20% of the heads of households have, at most, an eighth grade education;

(2 8.2% of the male population in Milwaukee, eighteen and over, were classified as functionally illiterate.

THE SCOPE OF THE PROGRAM

El Centro's A.B.E. Program has operated on the belief that to succeed it must be geared to meet the special needs of the population it is serving. The primary necessity and purpose is to develop those skills, both educational and social, which will allow the adult to meet the demands of modern society. This has been accomplished by providing language and literacy training to unilingual Spanish-speaking adults and/or other adults who are in need of this training.

For those who are not familiar with our program, we would like to briefly restate its background and scope since its conception December 19, 1966. The major problem A.B.E. faced initiating the program was the fear and the isolation of many Spanish-speaking people, especially those from rural areas. Much of the apprehension was felt towards institutional services, such as education, welfare, and police. Early recruitment was done by the original tutors. They went out, rang door bells, put the prospective students at ease, and encouraged them into the program. However, within a few weeks, students themselves, were doing the recruiting.

The program as it exists today is funded by the Office of Education. The United States Department of Health, Education, and Welfare (H.E.W.) administers Adult Basic Education programs under the Adult Basic Education Act of 1966 (P. L. 89-750), known also as Title III of the Elementary and Secondary Act Amendments of 1966. This law provides to the states federal grants of ninety per cent of the cost of the program; the states furnish the remaining 10%. The United States Office of Education then must approve State plans, which are in turn executed by the local existing agency. At El Centro the existing local agency is the Milwaukee Technical College. The project is under the auspices of the Council for Spanish Speaking-Milwaukee, (El Centro Hispano), Milwaukee Archdiocese with Father John Maurice as Executive Director.

El Centro Hispano (Spanish Center) is located at 524-528 W. National Ave. The Adult Basic Education program has its official headquarters at 528 W. National Ave. The Center occupies two store fronts, adjacent and connected, thus providing for Center unity and interdependence with other functions and services within the Spanish Center.

The majority of instruction has taken place in the home. At present the home tutored student or group of students is taught twice a week, two hours per session. For those adults who are able to leave their homes the program provides more formalized classes at :

(1) The Spanish Center

(2) Walker Square

(3) The Puerto Rican Center

(4) St. Francis Church

(5) Old St. Mary's Church

The program, open to any adult over 18 years of age, provides:

(1) Instruction in English language training (speech, reading and writing skills);

(2) Instruction at the intermediate or low-advanced levels;

(3) Instruction in the establishment of an English-speaking atmosphere for children;

(4) Instruction that will help students seek higher paying jobs or work more in line with their capabilities;

(5) Instruction in guidance services in urban living, job placement, health and sanitary conditions;

(6) Instruction in basic skills needed to function adequately in society.

Most of our students are not native speakers of English, although many were born in the United States. The program teaches them the everyday colloguial English heard on the street, on the job, and in the stores. Instruction also teaches them to read and write up to the 8th grade level, how to apply for a job, how to become a citizen, how to obtain a driver's license, how to use basic math, how to be a wise consumer, etc.

Working with the diversified population that we want to reach, it is necessary to have classes in operation both day and night and at least six days of the week. It is unrealistic to assume that class scheduling can in any way resemble the conventional or traditional time of school offerings. To be truly effective, in addition to classes being held in any part of town, they must be held at any hour of the

day or evening, plus any day of the week which will best fit the needs of the persons to be served. These classes cannot be scheduled to begin on the same date as school semesters. Any teacher of adults worth hiring can teach a student at any time he enters a class. Students who wish to continue to come to class must be allowed to come during Christmas vacation, Spring vacation, summer vacation, etc. Most of the people that we will be trying to reach do not have the luxury of going away for the summer, and if we should close, the student would forget what he had learned or would not return.

By offering complete flexibility of instruction, whether at the homes or in the Centers, we are able to reach all the students who request and need our instruction. We must not put unnecessary hurdles in their paths. We must make going back to school as easy, as practical, as comfortable as possible.

PARA-PROFESSIONAL TEACHERS

Para-Professional teachers, whether tutoring in the home or in a large Center class, have been selected from the same socio-economic background as the students. Although our teachers have obtained a higher degree of English proficiency than their students, the majority are non-professionals. For many, this kind of work was a "first", and we have found them a most competent and dedicated group. The success of any educational program rests more with the teacher than with any other individual. We have always believed that our program must involve the local indigent individual as much as possible. Our program has helped elevate him into a position of leadership, which is uncommon if not non-existent among people of minority groups. However, before our teachers can become leaders, they must be taught. We cannot expect from them a performance for which they have not been trained. Not only do we train individuals to become para-professional teachers; we also involve them in some of the decision making processes of the community.

In-service seminars, weekly and monthly, have been an integral part of the training of the non-professional tutor.

Workshop groups have discussed and evaluated such topics as:

1. How do you organize your teaching on a week-to-week basis?
2. How do you know if the students are really learning what you are trying to teach them?
3. What teacher-student relationship is most productive for learning?
4. What is and what isn't a pattern practice? How do you use it?
5. What are audio-visual aids? How can they enhance the learning process?
6. What subject areas should be included in a good A.B.E. program for our particular group of students? Which areas should be given priority? How many of these areas do you actually teach?
7. What should one do if different educational levels are represented in one class? How fast should the material be presented?

8. How can one teach reading and writing when one is using the aural-oral approach?
9. What vocabulary words does the student need to know? What kinds of situational dialogues would help teach him these words?
10. How can one get the student to use more English in his daily life?
11. What can the language laboratory accomplish that other materials cannot?
12. How can one convince the students of the value of the language laboratory?
13. How can one measure progress in speaking English? How can one deal with the student who forgets from one lesson to the next?

The growth and development of so many of our instructional staff has been phenomenal. They have grown both psychologically and professionally. Their performance has been observed, photographed, and presented to state directors of A.B.E. at the San Antonio, Texas,convention.

During the past year many of our tutors have had the opportunity to attend local, regional, and state seminar workshops in Adult Basic Education. During July, 1967, Mrs. Teresa Gomez and Miss Rosario Zuñiga attended a three week in-service National Defense Educational Institute in Detroit, Michigan. This was a regional institute sponsored by the Federal Government for teacher training in Adult Basic Education Programs. When they returned from the institute, they helped conduct one of our seminars, presenting their new knowledge and sharing their new ideas.

The following are excerpts from their evaluations:

> These experiences (at Wayne State University) have contributed more to my understanding of problems in teaching English as a second language....the three week teacher training institute was for me a chain of extraordinary experiences, accumulation of new knowledge, serious work, rewarding friendships and the meeting of high caliber minds in the field of A.B.E.

In October, five members attended a teacher training institute in Wausau, Wisconsin. The participants were: Helene Aqua, Teresa Gomez, Helen Martinez, Nancy Goebel, and Rose Marie Rodriguez.

Other sessions attended during the past year were:

1. Milwaukee Public Library conference, under the direction of Mr. Paul Gratke, to hear Mr. Jules Mangano of the New York State Board of Adult Education;
2. W.E.A. teacher convention;
3. Lecture by Dr. Kidd on the topic, "How Adults Learn";
4. A reading clinic sponsored by Marquette University;
5. A series of seminars conducted at El Centro by Cardinal Stritch College;
6. A T.V. Panel consisting of Mr. Fred Carr, Mr. Paul Gratke, Mr. Jules Mangano, and Mrs. Helene Aqua.

These institutes, seminars, lectures, and meetings have had a twofold value: (1) They have given our instructional staff an opportunity to hear professional lectures and to see some of the latest equipment and instructional materials; (2) They have given our instructional staff an opportunity to exchange ideas with teachers actively working with persons in other programs.

In addition to our para-professional teachers was Mrs. Charlotte Petrikin, a certified teacher. Besides teaching her own classes, she observed and advised the para-professional. She made the following observations of these non-professional tutors:

> A tutor is first of all a teacher. But he is more than a teacher. He is a helper--more than most teachers with many pupils have a chance to be. He assists with each stage in the process of learning--giving help and encouragement as it is is needed--but only as it is needed. He is a helper--not a crutch.
>
> A tutor can also become a friend and a confident, someone who listens to daily problems, someone who helps when and where he can. Few teachers have the opportunity to do this. Most tutors have to learn how. Being a friend and a confident can be one of the most important parts of a tutor's job. He must learn what sources of help are available in the community and the best way to encourage the student to get that help.
>
> A tutor is also a citizen in a whole community and he must actively seek opportunities to involve his student in being a responsible and active citizen in that whole community--helping him to become a citizen when possible, encouraging him to register and to vote and to take part in community organizations.
>
> A tutor seeks better horizons for his student--opportunities to improve himself in his job, other opportunities to go on for further schooling or job

> training. He encourages his student to seek out a wider and more enjoyable cultural and social life: to attend dances, to visit libraries and borrow books, to go to concerts, art exhibits--whatever opportunities the community offers, whatever special interests the student may have.
>
> No tutor can hope to be all of these things to all of his students. But he can--we can--try.
>
> Mrs. Charlotte Petrikin

The clerical staff of El Centro's A.B.E. Program consists of a head secretary, a clerk secretary and several Neighborhood Youth Corps workers. All are of Latin-American descent and are trained by the project director. The N.Y.C. workers are high school students from low income families who are receiving on-the-job training which they can apply after graduation. For example, A.B.E.'s clerk secretary was formerly an N.Y.C. worker.

Another N.Y.C. worker, of whom we are most proud, has made outstanding progress, as the following report will verify:

From the Neighborhood Youth Corp, Miss Evelyn Figueroa came to El Centro Hispano's A.B.E. Program as a clerical assistant in December, 1966. Evelyn's accomplishments in both school and work are testimony to her sense of responsibility and diligence as is evidenced by her contributions and activities. While carrying a full class load at St. Joan Antida High School, she participated in chorus, a school play, talent shows, and forensics. She received an award for her outstanding performance in music and was selected as a Milwaukee delegate to the Governor's Commission on Human Rights.

At the Center, Miss Figueroa's record is no less impressive. She progressed rapidly, moving from clerical assistant to teacher's aide in November, 1967. In January, 1968, she was promoted to instructor of an evening class of her own.

Coming from a socio-economic environment similar to that of her students, Evelyn has demonstrated an awareness and empathy for her students and the problems they must overcome.

Evelyn's socio-economic background has, of course, also been a burden and disadvantage to her. At one time she was pessimistic about furthering her education. However, her experiences here at the Center made her acutely aware of the need of continuing. With the help of Mrs. Helene Aqua, project director of El Centro, Evelyn received a National Defense Education Act loan and a Platteville State University scholarship for one year with the possibility of annual renewal. We at El Centro feel that she will give her best efforts and will be a credit to the University.

Evelyn plans to major in both Spanish and English and to become a certified teacher, as she eventually would like to return to El Centro as a member of our Adult Basic Education's professional teaching staff. She has been an asset to all at El Centro Hispano and will be missed this coming year.

STUDENTS

A functional illiterate, according to the U. S. Office of Education, is anyone who cannot function on the eighth grade level. There is talk of a bill extending this to a higher scale, because in this highly technical society it is difficult today to survive with eighth grade certification. However, we feel that a functional illiterate is anyone who cannot function adequately in the highly technical society in which he finds himself today.

The greatest majority of students being instructed are not lacking in culture, but have culture which is different from the middle class values. This dissimilarity is accentuated by the unpromising educational and low socio-economic backgrounds from which many of our students come. Many of them are still in the process of acculturation, although many of them cannot be considered newcomers.

Until 1960, the acute awareness of this major problem was not brought into focus. However, shocking reports showed that a large percentage of our population was functionally illiterate.

Since 1960, the greatest effort in the teaching of adults was on the community level. In the years since 1966, we have seen more and more organized efforts on the part of the federal, state, and local government to alleviate this problem.

The following is an observation by a part-time teacher:

OUR STUDENTS

Who are they?
The majority of our students are courageous, intelligent people who are very much aware that unless they better themselves they will not be able to compete with our present technology. They know through personal experience that as under-educated adults they are the last to be employed and the first to be laid off.

Our students merit and have our respect, for it takes a lot of courage and great humility to come and advertise, so to speak, the fact that they are under-educated or, in many instances, complete illiterates. Most of them come with one main objective: to learn to speak English. In addition to this they learn reading, writing and other skills needed to become better members of their community.

Some of our students are foreign born immigrants, most from Latin America, who want to become citizens. Some are students preparing themselves for University classes. We have the Cuban refugees who are professionals or semi-professionals forced to work as laborers because they have a language barrier. But most of our students are the native born Spanish speaking citizens who cannot speak, read, or write English and in most instances cannot read or write Spanish, as well. Then we have those students, mainly elderly ladies, who in addition to eagerly wanting to learn English, use the classes as a social outlet. One of our most important students is the mother who wants to learn English and other basic skills to better guide her children. I am thinking particularly of the Spanish speaking mother, who is afraid to visit her child's school because she cannot speak English. How many mothers have informed us that now they are able to speak to the teacher, or to the principal, or to make a doctor's appointment, or to simply enjoy themselves by going shopping and being able to ask for what they want.

Mrs. Rose Guajardo

In our program the least hesitant person to ask for help is the person educated in a foreign country. He is fluent and well educated in his own language, but he is looking for help in learning English; This is the easiest group to reach and the easiest

group to teach. These students can be taught in larger groups and will come into the more formal classes at one of the Centers. These students are a minority in the program.

The groups that most programs have had difficulty in reaching are those that cannot read or write English or their own language--the true illiterates. This is true of the foreign speaking illiterate as well as the English speaking illiterate. These are the "hard core" individuals, intimidated by the "Anglo Society", because 1) They don't know English ; 2) They are abused by society. A predicament of the illiterate is that he is easy prey for the loan shark, the high pressure salesman and the countless others who are ready to cheat him. He is an easy victim of time payments and other dealings for which, at times, he need only sign his name. The time has come when the welfare and unemployment offices require those receiving assistance to attend classes in order to help themselves.

The role of communication has become a popular subject in recent times and it is an important factor in dissolving impasses. The inability to communicate effectively is high on the list of causes of sustained crisis.

George Bennett

These students will not come forward to announce that they cannot read or write; they have spent their lives finding ways to hide this fact from their neighbors and associates. Most of those who cannot read and write must be motivated to realize that the classes can give them the tools they need. These people should not and are not instructed in large groups. An adult struggling with a pencil for the first time, learning to form the simplest letters and reading the basic words of the native or the new language needs to progress at his own pace. He also needs constant encouragement and approval and an opportunity to discuss his problems privately with another understanding adult.

Stop and picture yourself there for a moment. Imagine your child sick and you unable to read a prescription on the medicine bottle. Imagine the anxiety at every piece of mail--even simple advertising postcards--and the problem of whether you can trust your neighbors to read it for you. Imagine never to have read words like those of Thomas Carlyle, who said that should one man die ignorant who had the capacity for knowledge, this would be a tragedy.

The majority of our students have fallen into one or more of the following categories:

1. ENGLISH AS A SECOND LANGUAGE:

   These students have varying degrees of ability and are primarily interested in learning how to speak, read, and write the English language. They are highly motivated and their goals and progress can readily be seen.

2. BETTER JOB AND GRADE SCHOOL DROPOUT: These students hope that by attending El Centro's A.B.E. classes, they can qualify for a better job and their motivation is at a constant decline, because what they hope to accomplish in a short time takes most people 12 years to accomplish.

3. HIGH SCHOOL DROPOUT: These students are interested in preparing themselves for the G.E.D. examination. They are usually highly motivated and their goal is readily obtainable.

The following is a profile of an El Centro student:

MIGUEL OROZCO

An old shaggy-haired man crosses National Avenue with a firm walk. In one hand he carries a satchel with a pen and paper inside. He enters the Spanish Center. Methodically he hangs up his hat and coat, and then walks into the classroom. He sits at a desk and quietly begins to work. He is Miguel Orozco, a retired laborer, who wants to learn.

Miguel Orozco was born in Guanajuato, Mexico, a small town. As a boy he worked in the fields with his brothers and sisters. At twenty, he came north to the United States. He worked cow punching along the Rio Grande and later became a foreman. He labored in the sugar mills of southern Texas. Then he worked on the railroad; it was there that someone wrote the alphabet for him. He practiced making the letters over and over. He worked on the Gulf of Mexico, digging ditches for oil pipelines. He worked for Inland Steel, and when the chemist wasn't there, he determined when the steel was ready. He used no chemicals, only his sharp eyes. Here in Milwaukee, his last ten working years were spent in a tannery.

Now, each morning and evening, he comes to study English. Ask him why and he'll say he wants to better express himself. Certainly a man with his background and his view of life has something great to express. Both his fellow students and his teachers know this.

Although he has not yet become an American citizen, he wants to very much. He is generally a quiet man. When he talks, you know that he has done a lot of thinking first. He is keenly aware of the racial tension that exists. He will talk about the Constitution and its beauty, but, he'll say, "People don't go by it. That's why there's so much trouble and fighting." The Constitution says all men have equal rights and justice. But, Mr. Orozco will say, "that's not the way things are."

He admired Martin Luther King and was greatly affected by his death. Through this and other public and private tragedies that this man has endured, he maintains a youthful and idealistic view of human nature.

We wonder--seeing this open and gentle man who was not able to read and write for so long--what would he be like today if he had had opportunities earlier in his life?

By: Mrs. Mary Cors

CHILDREN & A.B.E.

One outstanding asset of our A.B.E. Program has been the impact of the need for education on many of the children of the students in our program. Society will have many of the same problems it has today, unless we can stir some hope and promise in the parents. If parents seek remote goals and see school as something not for them, the children will react in a similar fashion. These children will be the functional illiterates of tomorrow. We must try to change the precedent that a school drop-out parent will produce a school drop-out child. Parents can enforce a new value for learning when the children see the parents returning to school. Although our effect on parent and child is distinct, in both cases a learning process takes place.

INSTRUCTIONAL MATERIALS

As more and more Spanish speaking people continue to come into the metropolitan areas of the United States, the need for specialized materials becomes acute. Although some materials have been written for the Spanish speaker who wishes to learn English in a regular classroom situation or program, little or nothing has been developed for the non-academic adult who must learn English in order to survive in a new culture or a new environment.

Because El Centro's A.B.E. program has been unique in itself, materials used have been carefully examined and evaluated. Furthermore, because of the lack of appropriate materials for non-academic adults, many materials used for teaching have been staff prepared. These materials have been bound in a folder which is in a state of constant revision and change.

Currently the packet is divided into the following categories: forms, teachers' guides, audio-visual aids, methods of teaching English as a Second Language, writing and reading materials, and materials for driver education. This does not infer, however, that the instructor should not use other supplementary

materials based on those already introduced.

In the area of prepared instructional materials we have used Wright-McGilliuray's LET'S LEARN ENGLISH, Book 1-4, Adair & Curry's TALKING IT OVER, Adair & Curry's READING FOR A PURPOSE, and Lefevre's ENGLISH WRITING PATTERNS. Other materials include newspapers, audio-visual transparencies, movies, slides, film strips, pattern practices, student reading books, the A.B.E. collection of the public library, etc. Home tutors have small blackboards, flannel boards, flash cards, tape recorders, tapes, books, etc. for aiding them in their teaching. Again, this list should in no way infer that the chosen materials are not subject to change and that constant attention is not being given to all new materials being published in the area of language and literacy instruction.

LANGUAGE LABORATORY

Under the direction of Dr. Robert Roeming, director of the Language Laboratories at UWM, Mr. Dennis Preston,UWM , Mrs. Helene Aqua, director of Adult Basic Education-Spanish Center, and Mr. Emil Sauler, representative of Mag-Na-Craft, a portable language laboratory was installed in the Spanish Center--Adult Basic Education Program. Miss Jean Little and Miss Janet Thomas were employed to set up a workable language laboratory program in which the students would participate in order to facilitate their learning of English.

The basic equipment in the language laboratory consists of a master control box, portable Sony tape recorders, Ekotape tape recorders and earphone-microphone headsets. The Ekotape tape recorders are used to channel programs (maximum of six different programs) to the student-controlled sonys. Each student at his individual station (a small table with a partition that separates him from the other students) operates his own tape recorder so that he listens, records his voice, and upon rewinding the tape may listen to his own voice and that of the tape. The teacher may monitor (listen to the students' responses) while the student is recording or while his recorder is on play-back.

Two sonys may be used by the tutors in the home in the same way they are used in the Center Language Laboratory.

At the present time, we have two English Language Series tapes available to the teachers in the Center and to the home tutors.

The University of Michigan English Language Institute tapes offer pronunciation, pattern practices, and grammar drills on separate tapes. The second series, the INTENSIVE COURSE IN ENGLISH series, offers beginning, intermediate and advanced level tapes that integrate pronunciation, pattern practices and grammar drills into one unit. Each series of tapes is carefully studied and its contents are accurately recorded for easy access.

THE FUNCTION OF THE LANGUAGE LABORATORY

In order for the language laboratory to function properly as a means to help students make English speaking patterns automatic and habitual, the following directives have been established:

1. The student must understand <u>why</u> he spends time in the laboratory. He must know why he is listening to a particular tape, that is, he must be aware of the specific grammatical structure or vocabulary words that are going to be emphasized on the tapes. This means that the teacher must introduce the material before it is presented in the laboratory. For example, if the lesson for the day emphasizes use of pronouns, the teacher might introduce the lesson by using I, you, he, etc. in different pattern drills. The student does not have to know the grammatical term by name, but rather he must be aware that each sentence on the tape drill will contain a pronoun and that he must listen for it. The language laboratory serves as a reinforcement tool, and new material should never be presented.

2. The amount of material presented at one session in the laboratory should be limited. One unit may contain up to six distinct drills. The teacher should be selective and choose only those drills which are appropriate.
3. Enough time should be spent on one drill until the student understands it completely and has adequately mastered the responses.
4. The material on the tape can be reviewed in class as often as necessary (in the form of pattern drills, conversations, etc.) until the material is "overlearned".

EVALUATIONS

STUDENT PROGRESS AND EVALUATION

Each month the tutors and Center instructors submit progress reports evaluating their students. Aural-oral skills, written proficiency, and reading comprehension are rated as well as instructors' comments regarding the needs and the general progress of the students. It is from these reports that we in turn, evaluate the progress of our students and assist those in need of professional help from a Center staff member or from some other agency which is better able to settle these students' problems.

The following are excerpts from the progress reports:

> During the past 2 months, Angela has been studying Citizenship and has done well. Last week we sent her application into the Immigration Office and she is now waiting to be called for her examination. She is very happy and hopes to become a citizen in time to vote in the November election. She told me she is very excited about being able to vote for the president for the first time. Isn't it a shame more natural born Americans don't feel this way?

Frank comes from Yugoslavia, he speaks Croation. At first, he brought an interpreter with him. After a day or two, he felt he could do without him. We had just a little difficulty getting our points across at times but he is working out fine. He has grasped very much and is eager to learn much more. He's ready for a more advance group.

Antonio came to Milwaukee a few months ago with no English at all. He obtained a job as a laborer. After a few months his boss found out that he was learning English and promised him a better job that required the use of decimals and measures and also English. A few weeks ago, Antonio got the better job.

TUTORS EVALUATIONS

The addition of staff and space has enabled our new tutors to observe the classes of our experienced teachers for at least one week before going into the field. The Center teachers are always willing to answer any of the new tutors' questions and sometimes allow the tutors to take partial class time to give them the experience of the actual teaching situation This makes the initial teaching experience easier for them than for our early "pioneers" who entered the field with little or no training. At this time our staff-prepared materials, audio-visual aids, language laboratory facilities, basic texts,

and other materials are explained.

Each tutor is visited and supervised within one month, whether he is in the home or at one of the Centers throughout the city. If we feel there is a problem or deficiency in this tutors' methods and/or relationships with his pupils, he is again visited within as short a time as possible. Thereafter, visitations are made every three months. After each visitation an evaluation is made by the teacher supervisor and a copy is sent to the tutor. Professional teachers and teacher supervisors are evaluated by the director.

PROGRAM EVALUATION:

We do not limit ourselves exclusively to the supervision and evaluation of students and tutors. Staff members submit a brief project evaluation monthly. In addition, our tutors write evaluations and all seminars are evaluated by those attending. We feel the tutor evaluations are enlightening and necessary, because these people have insights not always seen and felt by those not actually in the field. Many of the ideas of staff members and tutors have been integrated into the program.

Ideas presented have been individually as well as staff discussed and if not feasible, due to the limits of our program, budget, etc., we keep the suggestions for reference in case of expansion. These suggestions are both welcome and necessary to the success of our program.

The following are excerpts from program evaluations:

> The adult basic education program has been successful because it is filling a gap that exists today--a language barrier--which prevents the Spanish speaking people from attaining full identity in the community....It has brought out the timid people that were afraid to go to formal institutions; it has also brought out the educated students from other countries that were either too bashful or too proud to admit that they didn't understand the English language.
>
> By: Mr. Raul Luna

In order to see the real beauty of the Adult Basic Education Program in the Spanish Center, one must look at the whole idea with the proper perspective.

The person observing or participating in the program must understand first of all that the students are coming because they desire to do so.

The teachers and tutors are people interested in teaching English part-time and they are not all trained professional teachers hung up on "academia". I could not say anything, except that to me the program is very successful. There is no rushing around to cram knowledge down the students' throats. The teachers take time to motivate the student and good student-teacher relationships exist. The teachers are interested in each student as a person and are willing to listen to his problems. The program in no way resembles a "knowledge factory" in which knowledge is learned for its own sake. The teachers try to make the material learned relevant to the students' life in the Milwaukee community.

I would like to see the students make more field trips to grocery stores, department stores, and perhaps city and county institutions. I would also like to see the students involved in more English conversations with each other. I think that home visits to observe the tutors on the job are very necessary and important.

Although I am a so-called professional teacher, I have learned a great deal this summer, particularly in regard to motivation and student-teacher relationships. I hope to be able to use what I have learned to make me a better teacher in the coming year.

By: Miss Jean E. Little

An interview with supervisor, Mrs. Teresa Gomez, has provided us with the following information of Mrs. Gomez's observations and opinions of our program:

Mrs. Gomez remarked that the progress and change in the students in the past year has been phenomenal. Being the victims of countless empty promises, they came to us intimidated, reluctant, and sceptical of A.B.E. The home tutors and the other staff members broke their shell of fear, self-depreciation and scepticism and we now find ourselves with a different type of student body--friendly, open, eager to learn and to express suggestions and ideas to the staff.

Mrs. Gomez asserted that students prefer El Centro to other adult education organizations. They feel they belong here, that they are more a part of our organization. They know that we are prepared and eager to fill their immediate needs, to teach the student what <u>he wants</u> to be taught. The student feels more confident here, for he never fails if he wishes to succeed. In other A.B.E. programs, the curriculum is geared to the

"average " student in the class. The slow student is left to fall behind. The advanced student is held back. Our instruction is more personalized. Each student here is an individual and important to us. The slow student is given our sincere patience and understanding and the time he requires to master the material.

Our Center has proof of its quality instruction. Our students do learn. One woman, a complete beginner, illiterate in both Spanish and English, joyfully and proudly proclaimed one day, "Look, I've signed my own name to my income tax form--and with ink!" Another woman was able to take her son to the doctor and consult with him as to the condition of her son's health. One gentleman remarked that without his classes at El Centro, he never could have obtained his present job.

El Centro's A.B.E. has gained the respect of the community it serves. Its prestige is evidenced by an invitation extended to Mrs. Gomez to be the guest speaker at a meeting of the Sociedad Mutualista Hispano-Azteca, one of the oldest associations of Latin-Americans in Milwaukee.

TESTING

For students newly enrolled in our program, we are continuing the use of the Florida Reading Scale. It is an elementary test, easily administered and not frightening for the student. The personal teacher-student interviews are also used as an early evaluation and placement guide. For the intermediate and advanced students we have begun to use the A.B.L.E. test.

FIELD TRIPS AND RELATED STUDENT ACTIVITIES

Because students have had few successful achievements in the past, it is absolutely necessary that each one experience some success, by taking part in different activities.

By: Mrs. Teresa Gomez

Activities designed to help broaden the pupil's cultural interests are of two kinds: those which take place during the school day and are a part of the regular classroom curriculum, and those which are "extra-curricular" in nature.

Because a major goal of our program is the development and growth of our students, field trip activities have been a useful means of learning how to become a part of our society. Usually these trips have been student inspired. In August, the students took a Clipper boat trip to Michigan and in October, they toured the Milwaukee park system. On these excursions students put into practice some of the things they had been taught. They ordered their own lunches, bought souvenirs, conversed with passers-by, etc.

In October, 1967, the Center held an open house to celebrate the first anniversary of A.B.E. This was followed by a dance in November. In December, some 750 people literally jammed the Center for a Christmas party. All the work was done by volunteers (primarily tutors) with refreshments and gifts donated by generous people.

Besides familiarizing the students with our culture and society, we have also attempted to instill a spirit of cultural pride in the heritage of the various regions our students represent. For example, on September 16, we celebrated Mexican Independence Day. The students planned this party, brought the food, and sang English and Mexican songs. For the Puerto Rican students, we celebrated Columbus Day.

In order to give the students a greater sense of participation in the program and to familiarize the general community with work and value of El Centro's A.B.E., a small newspaper was initiated by Mr. Raul Luna. We call it, "La Voz de Los Estudiantes", (The Voice of the Students). It consists primarily

of contributions from our students. One copy of this newspaper is included in the appendix.

Students have also been made to feel more a part of the Center by physically contributing to its actual construction in our new location. They gave their time, effort and energy and took pride in the building of their school.

FUTURE

In the immediate future, we plan to incorporate into our program several new employees, materials, and projects.

EMPLOYEES:

TEACHERS

Because our teachers are para-professionals, they need not only intensive orientation, but also continued guidance from professional certified teachers. During the coming year, we will employ Miss Susan Adler and Miss Dianne Sinnwell for these positions. Together they will:

(1) Prepare and adapt materials for students; (2) Help in the selection of prepared available materials; (3) Assist in planning and conducting weekly and monthly in-service seminars for tutors; (4) Plan and prepare language laboratory tapes; (5) Counsel and orientate the non-professional tutor.

NEIGHBORHOOD WORKERS

To make people aware of our program--the contributions we can make to them and they, in turn, to us--we plan to add to our staff, neighborhood workers who will go door-to-door, informing the public of the activities of El Centro and of the advantages of taking part in the A.B.E. program. The neighborhood workers will also contact students who have "dropped out" of the program, to find out their reasons for doing so and to encourage them to continue their education.

MATERIALS

PROGRAMMED-INSTRUCTIONAL CENTER

To assist the teaching of reading we plan to buy a portable programmed instructional center. This instructional center would coordinate reading in the homes and centers, would prepare reading lessons, would administer reading tests, would co-ordinate aural-oral training, etc. We have not selected any particular make or manufacturer because we are still in the process of screening the various manufacturers'

equipment. However, we are positive the machines must be portable so that they can be used in the centers and in the home.

RESOURCE INDEX

In the process of being compiled and distributed is our Resource Index. This will help our teachers to locate in several sources materials which help to teach the same topic. We feel this index will be invaluable for our teaching staff, for it will 1) Aid in lesson planning, 2) Encourage the use of varied materials, 3) Present at one time, in one place, all available lessons and materials in our book and audio-visual collections which can fruitfully be used in the teaching of one lesson.

PROJECTS

CERTIFICATES

Because many of our home tutored students are ready for more intensive training at one of our Centers but lack the confidence to enter the classroom situation, we are initiating a

certification program where-by, their work and progress will be recognized. These certificates will also be used to acknowledge the successful completion of our driver education and citizenship courses. We feel that these certificates may be the first tangible evidence for our students of their efforts and accomplishments and will provide encouragement, impetus, and pride needed for success in other educational programs as well as in their everyday activities.

HEALTH CLASSES

Twice a week we are conducting a health and first aid course. This course is designed to meet the immediate needs of our students living in impoverished areas as well as to offer instruction for functional first aid in cases of emergency. This includes such basics as how to call the fire and rescue squads, how to identify poisonous household items and how to keep the home free of accidents. Artificial respiration, shock treatment, the setting of broken bones and emergency childbirth are also taught. Our students will receive a Civil Defense

certificate in recognition of their eight weeks of training and the successful completion of a standarized examination.

EXPANSION

Our plans for future expansion, although still indefinite, are by no means lacking in our awareness and desire for their materialization. We presently hold formal classes at different centers and hope to amplify our program to include other centers in various impoverished areas of the city, which are culturally different and feel the necessity for our instruction.

CONCLUSION

"Before you go to sleep, say to
yourself, "I haven't finished
my goal yet, whatever it is,
and I'm going to be uncomfortable
and in a degree unhappy until I do."

Carl Sandburg

This year is over, but the
future holds much promise
for all of us.

Mrs. Teresa Gomez

ACKNOWLEDGEMENTS

We wish to express our appreciation to all who participated and helped in all phases of our Adult Basic Education Program. This includes those people who helped with the "nitty gritty" work such as painting, cleaning, repairing, etc. It is not possible to give individual recognition to all the people who gave assistance in various ways and roles. We extend our apology to any person or organization we may not have noted. We wish to give special thanks and recognition to the Milwaukee Technical College, the State Board of Vocational and Adult Education, and the U. S. Office of Education.

The following is a list of present and past employees:

COUNCIL FOR SPANISH SPEAKING-MILWAUKEE

Father John R. Maurice ---Executive Director

ADULT BASIC EDUCATION ADMINISTRATION

Helene Aqua----Project Director

Robert Hansen----Administrative Assistant

FULL TIME INSTRUCTIONAL STAFF

Dorothy Torres----Project Assistant -Instructor

Teresa Gomez----Project Assistant-Instructor

Charlotte Petrikin----Teacher

Betty Rodriguez----Para-Professional Teacher

Rose Marie Rodriguez----Para-Professional Teacher

CLERICAL

Noemi Rodriguez----Head Secretary

Hilda Pagan----Part Time Secretary

Irma Mata----Clerk-Secretary

PART TIME PARA-PROFESSIONAL TEACHERS *

Antonio Analla
George Barilla
Pat Barilla
Mary Jane Cassidy
Louise Cattoi
Jerome Ceille
Mary Cors
Elsie Cruz
Mary Delgadillo
Carolina Diaz
Benjamin Fernandez
Evelyn Figueroa
Gregoria Figueroa
Donald Flick
Marjorie Frank
Ruben Garcia
Jean Geilfuss
Nancy Goebel
Vaseleke Goll
Fred Green
Marie Green
Frances Guajardo
Rose Guajardo
Amalia Gutierrez
William Harrison
Mary Harkness
Hortencia Herrera
Irza Lambert
Jean Little

*This list includes present and past teachers

PART TIME PARA-PROFESSIONAL TEACHERS- (con't.)

Raul Luna
Carl Malischke
Anthony Martinez
Helen Martinez
Joan May
Nick Moraza
Alejandro Nieri
Lydia Paz
Angeline Ramos
Sister Karen Marie Ramey
Lucy Rivera
Jose Rodriguez
Maria Rodriguez
Edgar Rozas
Alfonso Salinas
Renee Savoie
Sandra Strader
Doris Stuermann
Ann Stewart
Catherine Susedik
Emily Taplin
Janet Thomas
Anna Torres
Carmen Torres
Avelardo Valdez
Jesse Valeriano
Eugene Weddig
Carol Witon
Evelyn Zembrowski
Enrique Zepeda
Rosario Zuniga

N.Y.C. WORKERS

Valentino Figueroa

Juan Muniz

Cleotilde Cordero

Rufino Cruz

APPENDIX

Age Classification of Cumulative Students
(December 19, 1966-June 30, 1968)

AGE CATEGORY	NUMBER OF STUDENTS	PERCENTAGE OF TOTAL
18-21	158	18%
22-25	152	18%
26-29	88	10%
30-33	99	11%
34-37	90	10%
38-41	87	10%
42-45	60	7%
46-49	50	5%
50-53	23	3%
54-57	30	3%
58-61	16	1%
62 & over	36	4%
TOTAL	889	100%

APPENDIX

Age Classification of Active Students
(June 30, 1968)

AGE CATEGORY	NUMBER OF STUDENTS	PERCENTAGE OF TOTAL
18-21	55	11%
22-25	50	11%
26-29	57	11%
30-33	63	12%
34-37	42	9%
38-41	46	9%
42-45	42	9%
46-49	32	6%
50-53	29	6%
54-57	32	6%
58-61	26	5%
62 & over	28	5%
TOTAL	502	100%

APPENDIX

Grade Level Classification of Cumulative Students
(December 19, 1966-June 30, 1968)

GRADE LEVEL	NUMBER OF STUDENTS	PERCENTAGE OF TOTAL
Beginning (0-3)	688	77%
Intermediate (4-5)	175	20%
Advanced (6-8)	26	3%
TOTAL	889	100%

Grade Level Classification of Active Students
(June 30, 1968)

GRADE LEVEL	NUMBER OF STUDENTS	PERCENTAGE OF TOTAL
Beginning (0-3)	393	78%
Intermediate (4-5)	98	20%
Advanced (6-8)	11	2%
TOTAL	502	100%

APPENDIX

Classification by Country of Birth Place of Active Students * (June 30, 1968)

COUNTRY	NUMBER OF STUDENTS
Argentina	1
Brazil	3
Chili	3
Columbia	14
Costa Rica	5
Cuba	71
Czechoslavakia	1
Dominican Republic	1
Greece	3
Guatemala	1
Hungary	1
Italy	4
Jamaica	1
Japan	2
Korea	3
Mexico	151
Nicaragua	1
Panama	1
Peru	1
Poland	5
Puerto Rico	176
U. S.	49
Yugoslavia	4

* For classification by country of birth place of cumulative students see attached "Statistical Summary of New June, 1968 students".

APPENDIX

Sex Classification of Cumulative Students
(December 19, 1966-June 30, 1968)

SEX	NUMBER OF STUDENTS	PERCENTAGE OF TOTAL
Male	424	48%
Female	465	52%
TOTAL	889	100%

Sex Classification of Active Students
(June 30, 1968)

SEX	NUMBER OF STUDENTS	PERCENTAGE OF TOTAL
Male	215	43%
Female	287	57%
TOTAL	502	100%

APPENDIX

Reasons for Student Discontinuing Classes
(July 1, 1967 - June 30, 1968)

REASONS	NUMBERS OF STUDENTS
Better Job	35
Other Educational Institution	38
Moved from area	69
Driver Education graduate	52
Other	81
Unknown	26

COUNCIL FOR SPANISH SPEAKING
ADULT BASIC EDUCATION
528 W. NATIONAL AVE.
MILWAUKEE, WISCONSIN

July 9, 1968

MONTHLY COUNT OF STUDENTS

MONTH	NEWLY ENROLLED	DISCONTINUED	ACTIVE	CUMULATIVE
December 1966	28	0	28	28
January 1967	101	15	114	129
February 1967	86	7	193	215
March 1967	69	7	255	284
April 1967	61	44	272	345
May 1967	43	4	311	388
June 1967	30	10	331	418
July 1967	64	83	312	482
August 1967	49	53	308	531
September 1967	52	8	352	583
October 1967	49	10	391	632
Nov.-Dec.1967	56	14	433	688
January 1968	27	16	444	715
February 1968	36	11	469	751
March 1968	41	33	477	792
		10 El Centro 23 O.I.C.		
April 1968	49	18	508	841
May 1968	23	28	503	864
June 1968	25	27	501	889

COUNCIL FOR SPANISH SPEAKING
ADULT BASIC EDUCATION

July 9, 1968

STATISTICAL SUMMARY OF NEW JUNE,1968 STUDENTS

JUNE: Newly enrolled students : 25
JUNE: Students actively enrolled : 501
JUNE: Students discontinuing classes: 27

JUNE: Reasons for discontinuing classes:

1. Better job	6
2. Other educational institution	0
3. Driver's Education Graduate	3
4. Moved from area	11
5. Other	3
6. Unknown	4

Cumulative number of students enrolled since 12/19/66 : 889
Cumulative number of students discontinuing classes : 388

JUNE: Grade level of newly enrolled students:

Beginning	(0-3)	17	(688*)
Intermediate	(4-6)	7	(175*)
Advanced	(7-8)	1	(26*)

JUNE: Birth place of newly enrolled students:

Argentina	0	(5*)	Jamaica	0	(1*)
Brazil	1	(7*)	Japan	0	(3*)
Chili	1	(6*)	Korea	0	(3*)
Columbia	2	(23*)	Mexico	8	(201*)
Costa Rica	1	(9*)	Nicaragua	0	(4*)
Cuba	4	(82*)	Panama	0	(2*)
Czechoslovakia	0	(1*)	peru	0	(1*)
Dom. Republic	0	(3*)	Poland	0	(5*)
Greece	0	(7*)	Puerto Rico	6	(402*)
Guatemala	0	(4*)	Spain	0	(1*)
Honduras	0	(2*)	U. S.	2	(103*)
Hungary	0	(1*)	Venezuela	0	(1*)
Italy	0	(7*)	Yugoslavia	0	(5*)

JUNE: Age classification of Newly enrolled students:

18-21	5	(158*)	42-45	0	(60*)
22-25	4	(152*)	46-49	2	(50*)
26-29	4	(88*)	50-53	0	(23*)
30-33	5	(99*)	54-57	0	(30*)
34-37	1	(90*)	58-61	0	(16*)
38-41	3	(87*)	62 & Over	1	(36*)

JUNE: Sex classification of newly enrolled students:

MALES :	7	(424*)
FEMALES:	18	(465*)

* (Cumulative number of students since program began December 19, 1966)

COUNCIL FOR SPANISH SPEAKING
ADULT BASIC EDUCATION
528 W. NATIONAL AVE.
MILWAUKEE, WISCONSIN

SEPTEMBER 27, 1967

STUDENT PROGRESS

The adult education student who comes to El Centro's Program is not only handicapped by the problem of functional illiteracy (reading and writing) but as a rule he:

1. Does not speak English at all, or
2. Is illiterate in Spanish and English, or
3. Speaks English only as a second language.

Our program is set up to help these students not only in speaking but in literacy as well. The following tangible results can be cited:

One male student entered our program after he had failed to pass the necessary qualifications for the M.D.T.A. program. After coming to school every night he again applied for entrance into the M.D.T.A. program and is now on the waiting list. In the meantime he is continuing Center night classes.

Two other students, one a young man and the other a woman, have also been accepted and are now on the waiting list for the M.D.T.A. program.

One of our women students has been working as a nurse's aide. She has been in our program since the beginning. She has now applied for nurse's training at one of the hospitals.

A young man from Costa Rica has been tutored in his home since December. When he started with our program, he hesitated to come even to the friendly atmosphere of the Spanish Center. In six months time he has:

1. passed a written driver's examination,
2. Passed a road test,
3. Enrolled in the Milwaukee Vocational School night classes and is now attending carpentry classes three nights a week.

A Brazilian student who had had menial employment in a foundry is now working in his own trade of shoemaking.

Ten of our students who have been tutored in the home are now attending regular Center classes. Three of our Center day students have now entered the Vocational School. One day student found full time employment at Marquette University.

Many other tangible and intangible benefits have been gained by our students:

1. Pride of their children in the fact that parents are going to school. This creates a more positive attitude towards school for the youngsters.

2. New experiences through field trips resulting in a better knowledge of the surrounding community.

3. Many other first's such as shopping outside of the neighborhood's Spanish-speaking stores.

4. Ten students started a savings account at the Credit Union.

5. Many of our students have become involved in other community action programs.

The above are only a few examples of the results, measurable or not, of our program. The record of day to day attendance of students stretching over a period of weeks and months is surely proof that the classes please and benefit the student. The growing number of students is another evidence. The teaching staff sees daily the changing attitude of the students; they come to us shy, diffident, unsure of themselves, and in a few weeks they are outgoing, enthusiastic, looking for opportunities to demonstrate their new speaking skills, writing for our newspaper, doing "extra" work at home, clearly glad to be part of something outside themselves and their home.

Helena Aqua
Project Director
A.B.E.
Council For Spanish Apeaking- Milwaukee

COUNCIL FOR SPANISH SPEAKING-MILWAUKEE
ADULT BASIC EDUCATION

STUDENT PROGRESS March 12, 1968

A PROFILE OF A STUDENT: MIREYA NEGRON

Reasons for enrolling in El Centro's Adult Basic Education program are as varied as the number of students that are being served. However one of the most common, "pat answers" one receives are, " I want to improve myself." This simple answer covers a multiple of deeper reasons.

Mrs. Mireya Negron enrolled in our program in March of 1967. Very shy and reserved, afraid to come to the Center she asked for a home tutor. The home tutor gave this account of their first meeting. " Mrs. Negron was very reluctant to speak in English at our first meeting, although she had requested a teacher who would not speak Spanish to her. Her speech was slow and required a great deal of concentration."

However, twice a week for a period of two hours at a time, she dilligently struggled to improve her English.

Her early progress, as reported by her tutor, Mrs. Helen Martinez, read as follows:

" . . . . she is making good progress but lacks confidence in herself."

- March 1967

Slowly she became more confident in her own ability and began to express herself a little more freely. She began to venture out where there were other than Spanish speaking people. Some overt progress was becoming more apparent.

> ". . . . for the first time,Mrs. Negron alone, went to the Health Center with her small child and filled out some necessary forms for innoculation." July 1967

> ". . . . she returned to a grocery store to report a clerk who had failed, and not for the first time, to include the meat she had purchased." August 1967

> ". . . . This student is now able to use the phone and converse in English. In cases of emergency she does not have to wait for her husband to come home." September 1967

In November of 1967,she secured a part-time job working in a Head Start program in the city. At the same time she did some baby sitting for two English speaking children.

With this new feeling of worth and the new skills she had learned, Mrs. Negron enrolled in an eight week course

offered by the University of Wisconsin Extension-Department of Social Work. In March of 1968, she received a certificate in recognition of completion of a course in CHILD DEVELOPMENT AIDE TRAINING I.

The road was not an easy one. She had many obstacles to overcome. It was not always easy to study with four young children and a home to tend. She came to us with little or no English speaking ability. She read on a 2nd grade level,but did not always quite comprehend what she read. Lack of confidence and a shy nature were hard to overcome.

To date she reads on a 7th grade level. She is now working full time in a Head Start program. She converses at a much faster rate, and is not afraid to go amongst English speaking people. She has sought out non-Spanish speaking groups. In her own words she has said, " I am developing confidence. I know now that I can do some of the things I want to do. I would never have attempted them had I not been enrolled in this program.

We feel that this student will continue to progress and that her next effort may be towards obtaining a high school degree. She is only one of many who could never have been reached without a home tutoring program and could not have been helped without the fine dedication and hard work of her home tutor.

Helena Aqua
Project Director
Council For Spanish Speaking- Milwaukee
Adult Basic Education

COUNCIL FOR SPANISH SPEAKING
ADULT BASIC EDUCATION
528 W. National Ave.
Milwaukee, Wisconsin 53204

May 2, 1968

WHY ENGLISH IS SO HARD

We'll begin with a box, and the plural is boxes;
But the plural of ox should be oxen, not oxes.
Then one fowl is goose, but two are called geese.
Yet the plural of moose should never be meese.

You may find a lone mouse or a whole lot of mice,
But the plural of house is houses, not hice.
If the plural of man is always called men,
Why shouldn't the plural of pan be called pen?

The cow in the plural may be cows or kine,
But the plural of vow is vows, not vine.
And I speak of a foot, and you show me your feet,
But I give you a boot - would a pair be called beet?

If one is a tooth and a whole set are teeth,
Why shouldn't the plural of booth be called beeth?
If the singular is this, and the plural is these,
Should the plural of kiss be nicknamed kese?

Then one may be that, and three may be those,
Yet the plural of hat would never be hose,
We speak of a brother, and also of brethren,
But though we say mother, we never say methren.

The masculine pronouns are he, his, and him,
But imagine the feminine she, shis, and shim!
So our English, I think you will all agree,
Is the trickies language you ever did see.

From: Nida, Eugene, Learning A Foreign Language

COUNCIL FOR SPANISH SPEAKING
ADULT BASIC EDUCATION

May 7, 1968

STATISTICAL SUMMARY OF NEW APRIL, 1968 STUDENTS

APRIL: Newly Enrolled Students : 49
APRIL: Students Actively Enrolled : 508
APRIL: Students Discontinuing Classes: 18

APRIL: Reasons for discontinuing classes:

1.	Better Job	1
2.	Other Educational institution	3
3.	Driver's Education Graduate	2
4.	Moved from Area	7
5.	Other	1
6.	Unknown	4

Cumulative number of students enrolled since 12/19/66: 841
Cumulative number of students discontinuing classes since 12/19/68 333

MARCH: Grade level of newly enrolled students:

Beginning (0-3)	42	(649*)
Intermediate (4-6)	7	(167*)
Advanced (7-8)	0	(25*)

APRIL: Birth Place of Newly Enrolled Students:

Argentina	1	(5*)	Jamaica	0	(1*)
Brazil	4	(6*)	Japan	0	(3*)
Chili	0	(3*)	Korea	0	(3*)
Columbia	2	(21*)	Mexico	9	(185*)
Costa Rica	1	(8*)	Nicaragua	0	(4*)
Cuba	8	(78*)	Panama	0	(2*)
Czechoslovakia	0	(1*)	Peru	0	(1*)
Dom. Republic	0	(3*)	Poland	0	(5*)
Greece	0	(7*)	Puerto Rico	15	(386*)
Guatemala	0	(4*)	Spain	0	(1*)
Honduras	0	(2*)	U. S.	4	(99*)
Hungary	0	(1*)	Venezuela	0	(1*)
Italy	0	(6*)	Yugoslavia	5	(5*)

AGE CLASSIFICATION OF NEWLY ENROLLED STUDENTS:

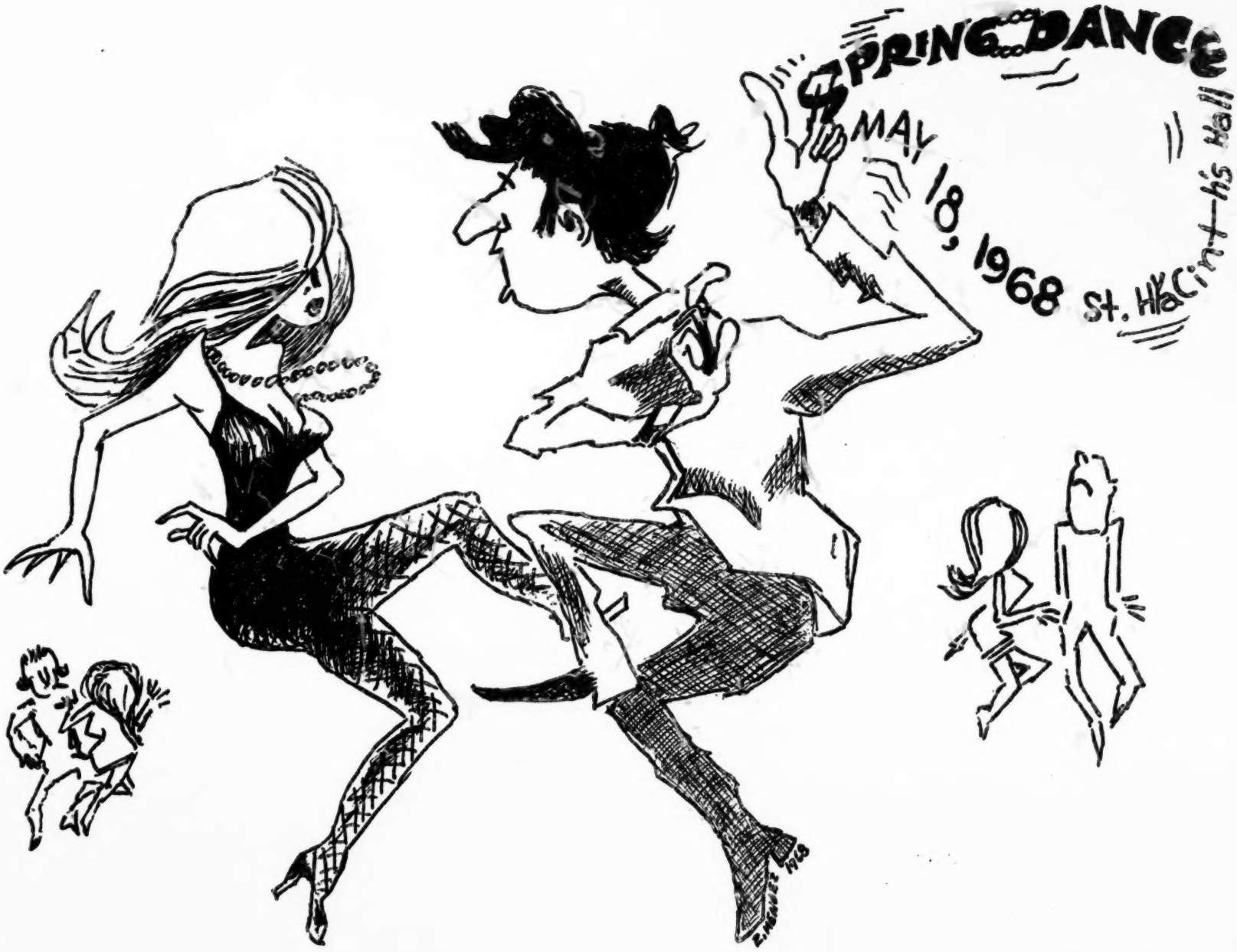
18-21 yrs.	7	(152*)	34-37 yrs.	3	(83*)	50-53 yrs.	1	(23*)
22-25 yrs.	7	(144*)	38-41 yrs.	7	(83*)	54-57 yrs.	1	(30*)
26-29 yrs.	6	(82*)	42-45 yrs.	7	(57*)	58-61 yrs.	0	(14*)
30-33 yrs.	8	(92*)	46-49 yrs.	2	(46*)	62 & Over	0	(35*)

APRIL: SEX CLASSIFICATION OF NEWLY ENROLLED STUDENTS:
MALES: 29 (404*)
FEMALES: 20 (437*)

*(Cumulative number of students since program began December 19, 1966)

LA VOZ DE LOS ESTUDIANTES

EL CENTRO MILWAUKEE WIS.
MAY 17, 1968 VOL. V



A "Big Thank You", Mr. Refugio Mendez, for painting the beautiful signs announcing our spring dance, which will be held this coming Saturday, May 18th. See you there!

Center Staff

Ima Writing My Story about the School. I live in Milwaukee I came from Mexico. 16 Years ago. all My family lives in Milwaukee I like to come to the Spanish Center because I like to learn English I go to School every day because, I Want to learn English and I injoy the School. because all my teachars are very nice.

Your Student

Isabel Luna

Spanish Center Student

My name is E.G.M. and my teacher name is Mrs Gómez I am in school of the Centro Hispano. I like the school and my teacher is very generous and understandable so Are my classmates. I want to keep going to school so in The future I could understand English write, speak, and Read it.

may-17-1968

E.G.M.

Spanish Center Student

MY NAME IS JUVETINO MARTIN.
I AM FROM MEXICO. I LIVE IN SOUTH MILWAUKEE—
I LIKE MY SCHOOL BECAUSE—I WANT TO READ
I GO TO NIGHT CLASSES WITH MY COUSIN ISIDRO MARTIN

Juventino M. Martin

Spanish Center Student

MY NAME IS OSCAR AGUILAR
I AM FROM ALAJUELA, COSTA RICA, CENTRO AMERICA.
I LIVE 2402 W GALENA ST. MILWAUKEE, WIS.
I WORK AT UNITED PACKING COMPANY
INC. 219 SOUTH MUSKEGO AVENUE.
I AM BUTCHER.
THE LATINS LIKE THE SPANISH CENTER
BECAUSE THEY TEACH GOOD ENGLISH.
THE CLASSES ARE FREE.

Oscar Aguilar S.

Spanish Center Student

My name is Elvira Murguia. I like my classes at El Centro.

We read English, and practice English, we use tape recorders.

All the people at El Centro are very kind.

Elvira Murguia
Spanish Center Student

My name is Antonio Lima. I came from Cuba. I live with my Mother and my brother because my wife is now in Miami. I am working as cook in the Lelani Supper Club. I am very glad working there.

I like very much my English class, because my teacher is good and very kind.

Antonio Lima
Spanish Center Student

My name is Jose Oliden. My friends call me Joe. I live in Milwaukee for three months. I go to school at El Centro. English is hard but we all try to practice every day.

Jose Oliden
Spanish Center Student

Spring is here

The Spring is beautiful. I'm happy. The country is green; the people visit the parks and the children enjoy it.

Sometimes we visit the parks. We see many flowers in the park. At the zoo we see many animals. Last year the students visited the Milwaukee parks. I like these parks very much.

Mrs. Juanita Gonzalez
Spanish Center Student

April 4, 1968

I like learning English but is difficult. I work much at home. I want to learn to read and write.

My teacher is very nice but I do not practice at home, I practice at school. I like studying every night.

Cecilia Benitez
Old St. Mary's Student

"Look At my Teachers"

In the Spanish Center there are many teachers, but I know better two of my teachers.

My two last teachers are no more here. The first one was sick in the hospital, the second was busy and I have now for teacher Mrs. Rodriguez. Of course, I like different teachers because I need more practice in English.

Come in to Spanish Center and look at my teachers.

Refugio Mendez
Spanish Center Student

The death of Dr. Martin Luther King, the Pulitzer Peace Prize winner, was felt very deeply by many of our students. Here is an article written by one of our students, Mr. Miguel Orozco:

The Doctor Martin Luther King was a minister of the Baptist church. He was the winner of the Nobel Peace Prize in 1964. He taught the people how to get along and live in peace in his good faith. He did everything he could do to organize his own people to do something for their own rights. He looked for human freedom just like Abraham Lincoln. On the way he found a criminal hand that took away his own life without a reason.

At that moment he wanted to go to eat with his companions. One of the group told him "Mr. King, it's cold outside. Take your coat." He said, "Okay, I will." These were the last words heard from Mr. King. He is dead, but he will live forever in the minds and hearts of the colored people. Don't forget this great man and great philosopher. He did everything he could for peace. God bless him forever!

If the government doesn't want to do something for the colored people, then it chould let them do it the way they think is right. The colored people are sick and tired of waiting for this moment. Please do something for peace. Don't be mute. The road is open; go ahead. Nobody can stop you because the constitution of your country will help you.

Miguel Orozco
Spanish Center Student

Milwaukee Wis.

May 12 - 1968

My Name is Elena Zuniga
I am a student at the Spanish
Center and I am very happy,
With The teachers. I liked
the way they Teach they
Try very hard to help all the
students to learn English.
I hat wished to learn English
will soon attend The spanish
Center This is my Desire

may 15-1968.

My name is Lydia Machado -
I live in milwaukee about 14 years
I never thought about coming to
School until now.
I very happy at the Spanish center
my teacher names is mrs Henry
an I like all the Students.

This summer I'm planning to go to Puerto Rico. I'm going to take two weeks of vacation. I'm so happy!

I can't hardly wait to go. I like the beaches in my country. The picnics in summer time are real nice. Everybody is nice and friendly.

We eat, drink, dance, and so many things. I'm looking forward to go to my country, Puerto Rico. I miss my parents and my daughters. Their names are Leti, Rosy, and Aya.

I hope to go to Puerto Rico in June or July . Those are lovely months for a vacation.

Sincerely your friend,

Generosa Molina
Spanish Center Student

My name is Florentino Villa. I study English at the Spanish Center. I want to learn English because I want to learn to be a mechanic or some other trade. I want to have my driver's license. Now I study in the driver class at the Spanish Center because I want to drive when my vacation comes.

When my vacation comes I will go to Mexico. I will go to Piedras Negras, Coahuila, Mexico. I was born in Nava, Coahuila but raised in Piedras Negras, which is a big city. I want to see the "corrida de toros"- Bull Fight on July 4th. I will go to Mexico for two weeks. I will leave June 28 and come back on July 12.

Juventino Villa
Spanish Center Student

"My First Experience in the United States"

My sister and I were invited to perform a typical mexican dance during the celebration of Mother's Day dance that was held at the Milwaukee Auditorium.

We were very excited because the public made us afraid. My sister wore a "charro suit" and she was suppose to be like a man but she forgot to take her earrings off, that was sure funny wasn't it?

When I heard the Mariachis, I gained courage to go ahead and dance and sing. We tried to do our best.

We were so happy and we had a wonderful experience.

Teresa Bejar
Spanish Center Student

L A D Y F I R S T

by Joseph Kim

I had heard the word, Lady First, many times in Korea I knew the custom came from "Knightship." when a large number of people immigrated to the States, there were not too many women among them I think this fact influenced the custom. I try to understand the custom. But sometimes I can not understand it.

It was very cold when I came to Milwaukee on 6th of January of this year, I got on the bus to go downtown with my friend who came from Korea with me. When the bus was on Wisconsin Avenue there was no vacant seat in the bus. As soon as the bus stopped at a bus stop one lady who seemed thirty five years old got on the bus and approached us. At that time we thought Americans keep the custom of lady first. So my friend stood up and offered her his seat. Then the lady said "thanks, I'm all right." other passengers looked at us. And we felt very strange. After we returned to our Seminary we asked one of the American student about the custom "Lady First". He said if she were an old woman, she might have sat down.

A few days ago, when I return to our seminary , after my English class at El Centro, it was very crowded again and a very old woman got on the bus with many packages. I said to her "Would you like to sit down here?" She said, no, thank you " also.

I thought and thought and thought. Was it because I am a foreiner? Or, was she a proud woman?

The End.

My name is Elena Villa. I come from Mexico. It's situated in the South side of North America. I have been here eight months. When I arrived here I thought that there were many differences between Mexico and U.S.

One of them is that in winter here is a very cold and Mexico isn't but in summer is very hot. Other is the food, the houses the music and naturally the costumes.

Other difference is the school. All the United States schools have cafeteria where the students go to eat their lunch because they stay all day into the school. And also have lockers where they keep their coats in the winter and their books. And it's also different in the system of teaching. And the biggest difference is the language. But I'm very glad here because in my school there are some teachers than speak Spanish and they help me in the classes.

And I have made very good friends in this school. Also I have made many friends than speak Spanish from Puerto Rico, Guatemala, Venezuela and other places.

Elena Villa.

El Centro rejoices with two students who recently reached certain goals set by themselves. mr. Manuel Sanchez and Angie Fortuna of St. Mary's Center became United States citizens and Mrs. Mireya Negron, a home student, received her driver's license. The students who join our program come for many different reasons and it is always a happy occasion when one of our people succeeds.

Congratulations Mr. Sanchez, Miss Fortuna, and Mrs. Negron!! May you have many more successes on your road to learning.

Helen Martinez
Center Instructional Staff

TEACHER

"friend of science and knowledge"

You are the beaver of ideas and that maintains in your mind the wisdom, that day by day you transmit to your students.

Hear me.

Your image is recorded by all the minds that once were under your protection of your knowledge, with the purpose to come out of the fog of the ignorance, because under your shadow, they will be protected and will fight to get rid of this shameful bandage that blinds them and denies them the knowledge of life and wisdom.

Some might remember you, but not all of them, because it is a shame that not all of us know how to appreciate the value of your unaffected personality, nor the efforts that you made, to make us accept your knowledge of the science and of life that you obtained from the science and from life.

And from all of this, you receive the encomprehension and the scorn from those that one day asked for shelter in the valley of wisdom. But remember, they are not the ones that scorn you, but the ignorance that you are always fighting, which is now, and always will be your principal enemy.

Carlos Gamiño

Spanish Center Student

A TRIP TO SUNNY VENEZUELA

In the centuries following the discovery by Christopher Columbus in 1498, Venezuela was a target of many adventures who brought to the Spanish fortunes in silver, gold, and precious stones.

They looked forward to find the legendary land called "El Dorado" which its city of Manoa built of glittering gold.

Now Venezuela is known in the market of the world because of its "oro negro"(oil), coffee, cacao, gold, hides, diamonds, and pearls.

The land is the northernmost country of the southern continent. The political divisions of the Republic of venezuela include twenty states, one federal district, two federal territories, and the federal islands. Caracas is our capital and the largest city of my country.

The three musical instruments most commonly used in Venezuela are the "Arpa" (harp) the "Maracas" and the "Cuatro". Frequently to these three, especially at Christmas, is added the "Furruco". Our national dance is the "Joropo", the women wear a cluster of tropical flowers in her hair, a white blouse, and a full skirt with flowers. The men wear the "Liquiliqui" and both use for shoes what we call Alpargatas.

40 days before Easter the "Carnaval" star is in Venezuela. Everyone enjoys the fun. In every plaza in the country we have some music and dancing. There are processions with magnificent floats. During Carnaval la"Burriquita" is the most likely to be seen. He is a traditional carnival figure.

Easter is known as the Dia de la Resurreccion. One of the most common diversions of these days is the burning of Judas effigy. A dummy made of an old suit stuffed with straw and firecrackers is put astro de a burro and escorted through the streets. At the end of the journey it is hung from a pole and set afire.

Early in December in the homes, Christmas is celebrated in true Venezuelan style, the figures of the nacimiento are taken from their wrappings.

At midnight on Christmas eve in the homes the Christ child is placed in the manger and aguinaldos are sung; then the night becomes noisy with the sputter and crackle of fireworks and the sky becomes brilliant with splashes of colored lights.

Thank you for following me during my travel around Venezuela

Blanca Cabrices
Spanish Center Student

April 4, 1968

I am going to school at night. I like it very much, but I only can study a little on Sunday. Why? Because I am working in a factory and sell "Avon products" and do homework.

I wash clothes and iron on Saturdays but I am very happy in my classes and with my teacher.

Soledad Cabrales
Old St. Mary's Student

I come to classes at the Spanish Center because I think this is a good experience for a foreigner. You learn to read, write, and do many different things. This Center also helps you to become more acquainted with the state of Wisconsin, in which we live.

In these classes you also meet people from other countries that are also learning the English language. This is the reason I come to school and not for any other reason.

Mr. Orozco
Spanish Center Student

Coming to night school is very hard for me, but I am very happy because my teacher, Nancy Goebel, helped me to become a citizen. Now I know how the United States was started and I think it is important for everyone to know.

Angie Fortuna
Old St. Mary's Student

May 15, 1968

English is a pretty language. I study English at the Spanish Center. I am learning to read and write. My teacher, Miss Zuniga, is very nice.

Andres Sanchez Lesta
Spanish Center Student

I'm happy because my family is coming next month. They are coming from Mexico. I have six children: Beatriz Aurora, Noe Rafael, Roberto Javier, Ma Esthela, Dalia Minerva, and Ruben. We are going to live in a big house.

I like to study English at the Spanish Center. I like my teacher.

Noe Salinas
Spanish Center Student

I am going to Columbia in June. I'm going with my daughter and my son. I have been in the United States three years. It is very nice to go home again. Columbia is a pretty country. I also like to live in Milwaukee because it is very pretty.

Rosa Bueno
Spanish Center Student

My improvements in English

The intensive course in English that I'm taking at the Spanish Center is helping me a great deal to develop my ability in writing and reading the language.

All my teachers are doing a very good job for me. They are playing a very important role for the betterment of my speech and to enrich my vocabulary and the correct use of it.

We have at the Spanish Center, other amazing resourse for the improvement of our English, it is the laboratory. There we listen to the teacher through the tape recording; have our own voice recorded and thus have the opportunity to listen to our voice and make the necessary correction in pronunciation and intonation.

When I listen to the tape recording I like to close my eyes and put myself in the teacher's place. In other words I put my imagination to work as if I was the teacher. I have noticed that it helps me a lot.

I should like to mention what happened to me once while listening to the tape: My teacher came over to me and touching my shoulder asked me: "Mr. Bejar, are you alright?" "Yes, I'm okay, why?" I answered. "Well" she said, "I've been watching you for quite a while , and seeing you so quiet and motionless I began to fear about you. Were you taking a nap?" "No", I replied. "I wasn't sleeping,"then I told her the story to close my eyes and let my imagination do the work while listening to the tape. We both laughed about it and she no longer had to worry about me again.

So the lab has done much good for me in the goal of achieving the command of good English.

Carlos Bejar
Spanish Center Student

" A LETTER TO MY PARENTS"

Milwaukee, Wisconsin
May 17, 1968

Mr. Franco Mendez G
Mrs. Isaura Dominguez L.
"La Mixteca"
Cd. Victoria, Tamaulipas, Mexico

Dear Parents:

This city is wonderful, I try to write my impressions about the Spanish Center: It's one of my three schools--- which I attend. My friends are very different, for example one is thin and short, she was born in Jalisco, Mexico, she is very funny, sometimes I think she is crazy, but it's not true, only she likes to play. Another needs to go home, but her ticket is not here, she is from Venezuela, maybe---- she can go to home the next week. Another is from Puerto Rico, she likes to play in class and always repeat" pongale una A, maestro" and the teacher answer every time "What did you say?" Another lady try to learn English but she try to translate to the Spanish grammar, it's not correct but she try. In the last week one of my friends was sick, I went to visit him at his house, his face was very sad, little--- green and much thiner. I met his aunt, uncle and sister.

Bad news, my teacher, Mrs. Helen Martinez, was operated last week at the Mount Sinai Hospital, but I'm very happy because she is doing better and better every day. Mrs. Martinez is a very good teacher and she told me "You are doing very well" (all the good geachers saids the same thing). I like to joke with her, this is one of the ways in which I learn English. I'm LEARNING ENGLISH BY JOKING. I'll try to visit her at home tomorrow.

I love you: Cuco (Refugio Mendez)

P. S. Cuando llegue a casa tratare de traducirles al español esta carta.

Refugio Mendez
Spanish Center Student

ERIC Clearinghouse
OCT 11 1968
on Adult Education